



Code of Ethics for Teaching Staff

Last updated 08 September 2025

Scope

This Code of Ethics covers the professional behaviour and practice required for qualified teaching staff within Cheshire West and Chester Council's (CW&C) Skills and Employment Team. It advises of the ethical principles we adhere to.

The document is based on the Department for Education (DfE)'s Teachers' Standards, effective from 1 September 2012. The standards apply to the vast majority of tutors regardless of their career stage. For the purposes of this document we refer to "tutors" instead of "teachers" and "learners" instead of "pupils".

Introduction

Tutors must make the education of their learners their first concern, and are accountable for achieving the highest possible standards in work and conduct. Tutors must act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as tutors up-to-date and are self-critical; forge positive professional relationships; and work in the best interests of their learners.

Teaching

A tutor must:

- set high expectations which inspire, motivate and challenge learners
 - establish a safe and stimulating environment for learners, rooted in mutual respect
 - set goals that stretch and challenge learners of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of learners
- promote good progress and outcomes by learners
 - be accountable for learners' attainment, progress and outcomes
 - be aware of learners' capabilities and their prior knowledge, and plan teaching to build on these
 - guide learners to reflect on the progress they have made and their emerging needs
 - demonstrate knowledge and understanding of how learners learn and how this impacts on teaching
 - encourage learners to take a responsible and conscientious attitude to their own work and study
- demonstrate good subject and curriculum knowledge
 - have a secure knowledge of the relevant subject(s) and curriculum areas
 - foster and maintain learners' interest in the subject, and address





- misunderstandings
 - demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
 - demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the tutor's specialist subject
 - if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
 - if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies
- plan and teach well structured lessons
 - impart knowledge and develop understanding through effective use of lesson time
 - promote a love of learning and develop learners' intellectual curiosity
 - where appropriate, set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding learners have acquired
 - reflect systematically on the effectiveness of lessons and approaches to teaching
 - contribute to the design and provision of an engaging curriculum within the relevant subject area(s)
- adapt teaching to respond to the strengths and needs of all learners
 - know when and how to differentiate appropriately, using approaches which enable learners to be taught effectively
 - have a secure understanding of how a range of factors can inhibit learners' ability to learn, and how best to overcome these
 - demonstrate an awareness of the physical, social and intellectual development and know how to adapt teaching to support learners' education at different stages of development
 - have a clear understanding of the needs of all learners, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them
- make accurate and productive use of assessment
 - know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
 - make use of formative and summative assessment to secure learners' progress
 - use relevant data to monitor progress, set targets, and plan subsequent lessons
 - give learners regular feedback, both orally and through accurate marking, and encourage learners to respond to the feedback
- manage behaviour effectively to ensure a good and safe learning environment
 - have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the venue, in accordance with the venue's behaviour policy
 - manage classes effectively, using approaches which are appropriate to



- learners' needs in order to involve and motivate them
- maintain good relationships with learners, exercise appropriate authority, and act decisively when necessary
- fulfil wider professional responsibilities
 - make a positive contribution to the wider life and ethos of the Skills and Employment Service
 - develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
 - deploy support staff effectively
 - take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
 - communicate effectively with learners and their support networks with regard to learners' achievements and well-being

Personal and professional conduct

A tutor is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a tutor's career.

- Tutors uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating learners with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a tutor's professional position
 - having regard for the need to safeguard learners' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit learners' vulnerability or might lead them to break the law
- Tutors must have proper and professional regard for the ethos, policies and practices of the venue in which they teach, and maintain high standards in their own attendance and punctuality
- Tutors must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities